

Summer School Planning Guide

Summer 2022

Overview

The Tennessee Learning Loss Remediation and Student Acceleration Act requires districts to provide specific summer learning opportunities to address learning loss. To maximize the effectiveness of these summer learning opportunities, it is vital to invest time in planning and to align key decisions to research-based recommendations. EdResearch for Recovery's recent report, *Advancing Student Learning and Opportunity Through Voluntary Academic Summer Learning Programs*, found that program duration, attendance, use of time, and quality of instruction appear to be key factors in programs that show stronger academic benefits.¹

This document outlines the report's research-based recommendations and provides additional guidance and resources for summer school planning focused on four key components: Students, Personnel, Program Structure, and Content. We also suggest reviewing TNTP's Planning for Summer School Guidance and Summer Learning Acceleration Presentation from 2021 for general summer planning best practices (included in the Component 3 Resources Folder).

TDOE Requirements

Summer Learning Camp (Summer 2022), a camp for rising grades 1 – 5, requires:

- 6 hours of daily programming
- Daily programming must include 4 hours total of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading)
- One hour of intervention
- One hour of physical activity or “play”
- 5 days per week for 6 weeks

Learning Loss Bridge Camp (Summer 2022), a camp for rising grades 6 - 8, requires:

- 6 hours of daily programming
- Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading)
- One hour of intervention
- One hour of physical activity or “play”
- 5 days per week for 4 weeks

TDOE Links:

- [Tennessee Learning Loss Remediation and Student Acceleration Act, codified at Tenn. Code Ann. §§ 49- 6-1501-1511](#)
- [TDOE 2022 Summer Programming Waiver Guidance](#)
- [TDOE Summer Planning Guidance](#)
- [TDOE Learning Loss Remediation and Student Acceleration Act FAQs](#)

¹ EdResearch for Recovery, *Advancing Student Learning and Opportunity Through Voluntary Academic Summer Learning Programs*, 2021.

[https://annenberg.brown.edu/sites/default/files/EdResearch for Recovery Design Principles 2.pdf](https://annenberg.brown.edu/sites/default/files/EdResearch%20for%20Recovery%20Design%20Principles%202.pdf)

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Initial Planning Process

This initial planning process will help you reflect on previous summer programming and set priorities for this year. After completing this process, we suggest planning the details for each one of the four key components through the additional sections of this document.

Step 1: Reflection: Gather relevant data and feedback from previous summer programming and identify past successes and challenges related to the planning and execution for each of the four key components. Consider including site administrators, teachers, and parent organizations in your reflection conversation.

	Successes	Challenges
<p>Students</p> <p><i>Guiding Question: Did your prioritized students regularly attend and participate in summer school?</i></p>		
<p>Personnel</p> <p><i>Guiding Question: Did you hire and retain effective teachers for the duration of summer school?</i></p>		
<p>Program Structure</p> <p><i>Guiding Questions: Did you develop and execute a schedule that maximized student instructional time?</i></p> <p><i>Did you create a positive site climate for students and adults?</i></p>		
<p>Content</p> <p><i>Guiding Question: Did you provide teachers with high-quality materials and aligned training?</i></p>		

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Step 2: Set Priorities for This Year: After completing the reflection exercise in Step 1, answer the following questions to help guide your planning and set a vision for this year.

<p>How can you build on last year's success?</p> <p><i>If experiences varied by site, consider how you can replicate best practices from successful sites. For example, asking returning site administrators and teachers to lead portions of training for other sites leading up to summer school.</i></p>	
<p>What updates or improvements should be prioritized based on last year's challenges?</p> <p><i>Consider how you can utilize your support from TNTP in the short-term and other stakeholders in the long-term to support these efforts.</i></p>	
<p>Which students are you prioritizing for summer school this year? (Component 1: Students)</p> <p><i>Consider TDOE guidance and what school-year data you currently have available to identify students.</i></p>	
<p>What experience do you want for students and families enrolled in summer school? (All Components)</p> <p><i>Consider how this is similar or different from past summer experiences and what communication and logistical changes you might need to achieve this experience.</i></p>	
<p>Which teachers would best serve your prioritized students this year? (Component 2: Personnel)</p> <p><i>Consider what updates you might need to make to teacher recruitment if these teachers have not historically taught summer school.</i></p>	
<p>What experience do you want for personnel staffed to summer school positions? (All Components)</p>	

<p><i>Consider how this is similar or different from past summer experiences and what training and ongoing support you might need to achieve this experience.</i></p>	
<p>What is the purpose/learning objectives for this year's programs? (Component 4: Content)</p> <p><i>Consider how you can use summer programs to accelerate learning for students and include this messaging in student and teacher recruitment materials.</i></p>	

Component 1: Students

Research-Based Best Practices

Communication and Attendance: Attendance is strongest when programs communicate the benefits of high attendance during recruiting, establish an enrollment deadline, follow-up with reminders about the program, provide transportation, and create an engaging site climate with positive adult-student relationships.

Planning Questions

<p>Which students are you prioritizing for Summer Learning Camp (rising grades 1 – 5) and what are your enrollment targets?</p>	
<p>Which students are you prioritizing for Learning Loss Bridge Camp (rising grades 6 – 8) and what are your enrollment targets?</p>	
<p>What barriers might prevent prioritized students from consistently attending?</p>	
<p>Which barriers are in your control and/or could be mitigated with early and clear communication to families?</p>	
<p>Which barriers are out of your control and might require coordination with additional stakeholders?</p>	

<p>How do schools currently communicate with students and families? How can you replicate the most effective communication strategies?</p>	
<p>How will you build excitement about participation? What data can be collected and shared about student needs and achievements to incentivize participation?</p>	

Planning Checklist

As a reminder, the [law](#) requires districts to ensure “priority students” receive prioritized registration for open summer camp seats during the initial enrollment period for all summer programs. Please refer to pages 4, 13 and 14 for [TDOE’s guidance](#) on prioritizing students, enrollment and communication.

Additional resources can be found in the [Component 1 Resources Folder](#) and a full list of resources is provided at the end of this document.

February and March

- Determine enrollment targets and prioritized students
- Establish a policy of early notification to parents/guardians if students show deficiencies throughout the school year
- Collaborate with school-based staff to utilize progress monitoring data to identify students
- Start advertising summer school opportunities
- Set an enrollment deadline and create waiting lists
- Communicate attendance expectations in recruiting material and enrollment packets
- Provide communications in the home languages of the student body and consider additional strategies for strengthening partnerships with families of English Language Learners
- Hold an information session for interested families
- Create a family engagement plan that includes communication expectations between teachers and parents/guardians during summer school
- Create a communication plan to provide relevant information to families
 - Dates/Locations/Times
 - Attendance Expectations
 - Transportation
 - Nutrition
 - Curriculum
 - Frequently Asked Questions (consider hosting this on an online platform that can be regularly updated)

April and May

- Schedule regular follow-up communication with reminders about the program – this is especially important if there is a period of time between the end of the school year and the beginning of the program
- Focus on outreach to prioritized students that have not enrolled or responded to prior communications, consider [additional strategies to reach families](#)
- Create student rosters based on registered students, plan for a 20% no show rate and prioritize students being with their school year teacher when possible
- Designate staff to call families of enrolled students that are absent on the first day
- Designate staff to call families of enrolled students that attend the first day, but are absent for one or more days within the first week

Component 2: Personnel

Research-Based Best Practices

Administration: In addition to site administrators, large, centralized summer programs require early and comprehensive planning from a half-time summer program director who can begin working in January, if not earlier.

Academic Teachers: Certified teachers with strong content knowledge and grade-level experience enhance instructional quality in academic classes. Specialized support personnel can enhance learning and provide greater continuity across the school year for students with specialized needs. Academic teachers should lead content instruction for the same set of students for the duration of summer school whenever possible.

Enrichment Instructors: Enrichment lessons led by instructors with content expertise are more likely to engage students. Partnerships with community organizations can create opportunities for additional personnel with specific expertise in distinctive enrichment activities.

Staffing Projections: Hiring staff to achieve desired ratios based on projected daily attendance, rather than staffing based on the number of students who enroll, can reduce costs. You should plan for a 20 percent drop-off in attendance.

Hands-On Training: Provide teachers with hands-on training with the curriculum prior to the start of the program.

Planning Questions

How do you identify the right type and number of teachers and staff?	
How will you incentivize staff to work summer school?	
Has the district established criteria for hiring summer school teachers and staff?	
How will you retain successful summer school teachers from previous years?	

Planning Checklist

As a reminder, it is encouraged to explore other potential funding sources (i.e., ESSER) to ensure your district can attract the most effective teachers. Please refer to pages 12-14 and 21-22 for [TDOE's guidance](#) on prioritizing students, enrollment and communication.

Additional resources can be found in the [Component 2 Resources Folder](#) and a full list of resources is provided at the end of this document.

February and March

- Develop a projected budget for staffing
- Determine staffing needs (same worksheet as enrollment targets)
- Attract effective certified teachers by highlighting benefits for students, small class size, provided curriculum, half-day schedules, departmentalization
- Establish criteria for hiring teachers
 - Any current district/school criteria and requirements
 - Teacher applications
 - Teacher recruitment workplan (includes online posting suggestions if you are recruiting any non-district personnel)
 - Analysis of teacher data and performance evaluation
 - Principal recommendation
 - Sample teacher interview questions
 - Past summer school performance (if applicable)
- Distribute an interest survey for returning staff
- Hold an information session for interested staff
 - General information session planning guide
 - Teacher interest survey
 - PowerPoint session template
- Clearly communicate training and daily attendance expectations in recruitment materials and throughout the hiring process
- Consider hiring community-based organizations as enrichment providers

April and May

- Schedule regular follow-up communication with reminders about the program – this is especially important if there is a period of time between the end of the school year and the beginning of the program
- Prioritize communicating the following logistics to summer school staff:
 - Schedule for orientation and at least the first week of summer school, including typical day structure and any special training sessions
 - A time to visit and set up their classroom
 - Location of parking, bathrooms, lunchroom, and mailboxes
 - Important staff members – whom to go to for what

Component 3: Program Structure

Research-Based Best Practices

Duration: Programs that last at least five weeks and include at least three hours of academic instruction per day have demonstrated significant and lasting effects on student achievement. Optimally, programs will be offered to students for multiple summers.

Class Size: Classes with fewer than 15 students per teacher support strong individualized instruction and help build relationships in academic and enrichment periods. Small class sizes are especially important if the teachers are not familiar with the students.

Positive Site Climate: Plan for and maintain a positive site climate by developing clear, positive messages about the summer site culture and training staff on-site culture and behavioral expectations for students and adults.

Planning Questions

How many hours will teachers dedicate to ELA/ Math instruction per day?	
What enrichment activities are you able to provide students?	
What orientation and ongoing support will you provide summer school site administrators?	
What orientation and ongoing support will you provide summer school staff?	
Overall, how do you plan to provide teachers with valuable teaching and learning experience? (i.e., tracking progress, feedback, etc.)	

Planning Checklist

As a reminder, districts must apply for a [waiver](#) if you are unable to meet the daily hour requirements, numbers of days per week, or number of weeks outlined in the [law](#) and also included on page 1 of this planning guide. Please refer to pages 14-16 for [TDOE's guidance](#) on program structure and scheduling.

Additional resources can be found in the [Component 3 Resources Folder](#) and a full list of resources is provided at the end of this document.

February and March

- Create a schedule that maximizes student instructional time, meets the needs of prioritized students, and is consistent as possible throughout the summer
- Apply for a [waiver](#) if you are unable to meet the daily hour requirements, numbers of days per week, or number of weeks required by TDOE
- Determine summer school site locations
- Prepare for transportation needs
- Prepare for food and nutrition needs
- Create a resources and materials needed list for all summer school sites

April and May

- Provide orientation and resources for teachers and staff related to site expectations for teachers and students
- Create additional trainings for staff utilizing tips for teaching adults
- Determine collaboration and communication opportunities across sites
- Establish procedures to monitor the site climate, quality of instruction, and general program effectiveness
 - Monitoring common areas before school, transitions, and after school
 - Conducting classroom observations and sharing timely feedback with teachers
 - Leading data analysis
 - Scheduling regular check-ins with various stakeholders
- Establish procedures for all stakeholders to share concerns about the site climate and a plan for these concerns to be addressed quickly
- Create a plan to communicate student progress and growth areas with students' next year's teacher and parents/guardians

Component 4: Content

Research-Based Best Practices

Academic Curriculum: High-quality curriculum materials, including lesson plans that align with school-year standards and student needs, maximize the effectiveness of instruction. Summer programs are short in duration and provide little time for teachers to plan their own lessons.

Enrichment Activities: Engaging enrichment activities that take place alongside academics can help fill the “opportunity gap” and encourage students to regularly attend the summer program. Successful full-day programs tend to include both academics as well as engaging enrichment activities and field trips.

Planning Questions

Do you have HQIM from the school year that can be utilized for summer school?	
What school-year assessment data is available to inform planning for academic content?	
How will you assess individual student progress?	
What supports and expectations are provided for content planning and preparation <i>before and during</i> summer learning begins?	
What are the expectations for teacher support of intervention groups?	
How will you assess the overall program impact?	

Planning Checklist

As a reminder, districts must apply for a [waiver](#) if you are unable to meet the daily hour requirements, numbers of days per week, or number of weeks outlined in the [law](#) and also included on page 1 of this planning guide. Please refer to pages 14-16 for [TDOE's guidance](#) on program structure and scheduling.

Additional resources can be found in the [Component 4](#), [ELA](#), and [Math](#) Resources Folders and a full list of resources is provided at the end of this document.

February and March

- Collaborate with school-based staff to utilize progress monitoring data to track student progress and inform summer content planning
- Plan enrichment activities that have features that are safe and engaging

April and May

- Plan and provide professional development content to support summer curriculum
 - Detailed guidance for ELA and Math content and assessments
 - Sample scope and sequence and lesson plans for ELA and Math curricula
 - TDOE case study- sample summer content plans
 - Lenoir City Schools
 - Union County Schools
- [Learning Acceleration overview](#)
 - Sample [ELA acceleration guide](#)
 - Sample [Math acceleration guide](#)

Information provided in this document is adapted from:

EdResearch for Recovery, *Advancing Student Learning and Opportunity Through Voluntary Academic Summer Learning Programs*, 2021. [https://annenberg.brown.edu/sites/default/files/EdResearch for Recovery Design Principles 2.pdf](https://annenberg.brown.edu/sites/default/files/EdResearch%20for%20Recovery%20Design%20Principles%202.pdf)

Smith, K. G., & Foorman, B. R. (2015). Summer Reading Camp Self-Study Guide (REL 2015–070). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2015070.pdf

RESOURCES

COMPONENT	RESOURCE NAME AND LINK	DESCRIPTION
Component 1 Folder: Students	Enrollment Targets and Staffing Worksheet	Optional worksheet to support developing enrollment targets for each grade level and staffing projections
	Summer School Advertisement Example	Example summer school advertisement that includes descriptions of summer programming and previous results
	Enrollment Packet Example	Example enrollment packet that includes attendance expectations and other summer school guidelines
	Strengthening Partnerships with Families of English Language Learners	Resource that includes practical tips for strengthening partnerships with families of English Language Learners
	Information Session for Interested Families Example	Presentation to provide information for families that will participate in the summer learning program
	Family Engagement Plan Example	Example family engagement plan that includes guiding principles, goals, and communication expectations
	Strategies to Reach Unreached Families During COVID-19	Link to a downloadable resource from the Flamboyant Foundation for family outreach strategies
Component 2 Folder: Personnel	Teacher Recruitment Workplan	Optional worksheet to support recruitment and budgeting plans if recruiting any non-district staff
	Sample Teacher Interview Questions	Resource that includes interview questions for potential teacher candidates with interview exercises and scenarios
	General Information Session Planning Guide	Resource that includes best practices for planning and executing an information session
	Teacher Interest Survey	Optional survey to support recruitment of teachers for your summer learning program
	PowerPoint Session Template	Presentation template that includes step by step guidance on what to include in your summer school information session for instructional staff

Component 3 Folder: Program Structure	Summer Staff Preparation Guidance	Resource that includes guidance on planning staff orientation and a checklist for logistical needs for staff
	Tips for Teaching Adults	Resource that includes six best practices for teaching adults
	Planning for Summer School Guidance	Resource that includes guidance on developing principles, goals, and learning experiences for summer learning
	Summer Learning Acceleration Presentation	Presentation that aligns with the Planning for Summer School Guidance Document
Component 4 Folder: Content ELA Folder Math Folder	Detailed Guidance for ELA and Math	Resource provides daily guidance of how to effectively use instructional time during core instruction and intervention
	Sample Scope and Sequences for ELA and Math	Resource includes sample scopes and lesson plans for several curriculum used through the TDOE
	Summer Planning Case Studies: <ul style="list-style-type: none"> ● Lenoir City Schools ● Union County Schools 	Case studies showcasing summer content plans and COVID recovery plans for EL and Wit and Wisdom curricula
	Learning Acceleration	Resource that includes an overview of what Learning Acceleration is and how it can be applied to improve the student learning experience
	ELA Acceleration Guide	Resource provides an example of how an acceleration model can look using ELA instructional materials
	Math Acceleration Guide	Resource provides an example of how an acceleration model can look using Math instructional materials